

# Liberty Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

19818 W. Hwy 85, Buckeye, AZ 85326

Liberty Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mrs. Nancy Bogart  
Schedule : 7:00 AM to 4:00 PM  
Grades : Pre-K-8  
2003 Enrollment : 741  
Web Address : [www.liberty.k12.az.us](http://www.liberty.k12.az.us)  
Phone Number : (623) 327-2810  
Fax Number : (623) 357-2819  
E-mail : [nbogart@liberty.k12.az.us](mailto:nbogart@liberty.k12.az.us)

### Mission

The mission of Liberty School is to create a child-centered environment which ensures academic and personal success for all students. Liberty School believes that all children can succeed, and that schools control the conditions of success.

### School / Academic Goals

ü To increase respectful student behavior through the use of the Responsibility Thinking Process and 'Character Counts'.

ü Implement Professional Learning Communities to improve our teaching and the learning of all students. This year's focus will be on reading achievement.

### Instructional Programs

ü Standards-driven Instruction  
ü 1st-4th Rdg. 15:1 Stdts:Tchr, 90 Min/Day  
ü 7th-8th Rdg. Accelerated Reader Program  
ü Mainstreamed Special Education

### Enrollment

October 1, 2002 School Year Student Enrollment : 705  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 164

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 7 hours 15 minutes  
First Day of School : 8/7/2003  
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Liberty Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 7 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Improve Physical Environment
- Ü To Increase Parental Involvement
- Ü To Create Fine Arts Opportunities
- Ü To Advise in the NCLB Compliance Process

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	44.50
Other Professional Staff	4.00	Teacher Aide	21.00

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	6	1	0	0
10 or more years	12	8	1	0

## Shared Responsibilities

### School

A safe, respectful, high-trust environment for all students and parents. Educate students to a high level of academic standards, with frequent communication from the school regarding philosophy, curriculum standards, academic progress, and programs.

### Parents

Ensure regular attendance and provide proper clothing and nourishment. Read nightly with their children and ensure homework is completed. Be a partner with their child's teacher in reinforcing academic goal attainment, and volunteering if possible.

## Resources Available at School Site

### Special Facilities

- Ü One 30- and One 20-station Computer Lab
- Ü Gymnasium/Auditorium

### Extracurricular Activities

- Ü Science Olympiad 6-8
- Ü Band/Chorus 4-8
- Ü Math Challenge Club 3-8
- Ü Student Council 5-8

### Social Services

- Ü Breakfast and Lunch Program
- Ü Head Start
- Ü Counseling Services
- Ü Rural Health Services

## Transportation Policy

Liberty School provides transportation to all students due to the rural nature of its boundaries. Bus services are viewed as a privilege for students, and we have high expectations for student behavior to ensure their safety on the bus.

### Indicators of Success Based on Historical Data from 2002-03

#### School Achievements/Accomplishments 2002-03

- ü A deep volunteer parent base, a very active site council that encourages and monitors tutoring and academic assistance for the students and communication for the community, and a PTSO that actively raises funds for projects and programs.
- ü Liberty provides extensive extracurricular activities for its 4th-8th grade students. A Liberty student represented our district at the regional Spelling Bee, and another qualified for the state finals of the Geography Bee at ASU last spring.

### School Honors

#### Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Receptient of Over \$2,000 in Grants	2002
ü Excellence in Financial Reporting - 6 Years	2002
ü 16-year Ongoing Cultural Exchange Program	2002

### Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	14	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	19	10	10	9
Promotion Rate <sup>6</sup>	97	99	98	95
Retention Rate <sup>7</sup>	3	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

### Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	74	72
Grades 3-4	79	72
Grades 4-5	86	87
Grades 5-6	82	85
Grades 6-7	71	90
Grades 7-8	66	56

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	203	75372	100	102	101	524	525	523	5	4	9	34	28	25	32	40	36	30	28	30
All Students (Prior Year)	79	195	70809	NA	NA	NA	496	505	518	14	15	11	41	32	27	38	38	35	7	15	27
Female	24	105	36901	96	101	101	527	531	524	5	2	8	29	24	25	33	41	36	33	33	31
Male	35	98	38385	103	102	101	521	519	523	4	6	9	39	33	24	30	39	36	26	23	30
African American	--	NC	3589	--	NC	96	--	NC	501	--	NC	18	--	NC	33	--	NC	33	--	NC	16
Hispanic	20	53	29103	100	100	99	503	516	510	0	3	12	64	40	31	27	40	36	9	17	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	37	141	34597	97	100	98	530	528	535	6	4	4	25	25	20	34	40	38	34	31	38
Students with Disabilities	NC	16	8057	NC	70	99	NC	491	496	NC	0	23	NC	75	31	NC	25	28	NC	0	17
Students without Disabilities	50	187	67315	106	106	101	524	526	525	5	4	8	34	27	24	32	40	37	30	29	31
Limited English Proficient Students	NC	16	16925	NC	114	112	NC	NA	482	NC	NA	27	NC	NA	40	NC	NA	26	NC	NA	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	--	NC	26325				--	NC	504	--	NC	15	--	NC	34	--	NC	33	--	NC	18
Non-Economically Disadvantaged	59	194	49047				524	526	530	5	4	6	34	27	21	32	40	37	30	29	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	203	75221	100	102	101	518	524	523	7	6	8	25	17	16	55	61	56	14	16	21
All Students (Prior Year)	79	196	70860	NA	NA	NA	514	521	524	12	9	9	16	16	17	53	49	45	19	27	30
Female	24	105	36833	96	101	100	516	529	526	10	2	6	24	18	15	57	63	56	10	18	23
Male	35	98	38319	103	102	101	520	519	520	4	10	9	26	16	17	52	59	56	17	15	18
African American	--	NC	3597	--	NC	97	--	NC	510	--	NC	14	--	NC	22	--	NC	53	--	NC	11
Hispanic	20	53	29019	100	100	99	514	513	513	9	11	12	27	26	21	55	49	55	9	14	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	37	141	34543	97	100	97	517	527	531	6	4	4	25	15	12	56	64	58	13	17	26
Students with Disabilities	NC	16	8006	NC	70	99	NC	483	505	NC	25	22	NC	50	23	NC	25	42	NC	0	13
Students without Disabilities	50	187	67215	106	106	101	518	525	524	7	5	7	25	16	16	55	62	56	14	17	21
Limited English Proficient Students	NC	16	16853	NC	114	112	NC	NA	489	NC	NA	29	NC	NA	36	NC	NA	32	NC	NA	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	--	NC	26256				--	NC	509	--	NC	14	--	NC	24	--	NC	51	--	NC	11
Non-Economically Disadvantaged	59	194	48965				518	525	528	7	5	5	25	17	13	55	60	58	14	17	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	201	73654	97	101	99	523	528	530	14	9	9	16	12	13	60	75	70	9	5	7
All Students (Prior Year)	78	187	68592	NA	NA	NA	519	532	542	12	7	9	19	17	12	67	69	63	2	7	16
Female	23	104	36239	92	100	99	528	539	537	15	3	7	5	11	11	70	80	72	10	6	10
Male	34	97	37301	100	101	98	518	515	523	13	15	12	26	14	15	52	69	68	9	3	5
African American	--	NC	3488	--	NC	94	--	NC	515	--	NC	16	--	NC	18	--	NC	62	--	NC	4
Hispanic	19	52	28348	95	98	96	520	518	520	9	11	13	36	23	17	45	63	65	9	3	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	36	140	33924	95	99	96	521	530	537	16	8	5	10	10	10	68	78	75	6	5	9
Students with Disabilities	NC	16	7306	NC	70	90	NC	473	506	NC	50	24	NC	25	20	NC	25	52	NC	0	4
Students without Disabilities	48	185	66348	102	105	100	523	530	531	14	8	8	16	12	13	60	76	71	9	5	8
Limited English Proficient Students	NC	15	16422	NC	107	109	NC	NA	495	NC	NA	30	NC	NA	27	NC	NA	43	NC	NA	0
Migrant Students	NC	NC	849				NC	NC	511	NC	NC	19	NC	NC	22	NC	NC	56	NC	NC	4
Economically Disadvantaged	--	NC	25711				--	NC	514	--	NC	16	--	NC	19	--	NC	61	--	NC	3
Non-Economically Disadvantaged	57	192	47943				523	529	535	14	8	7	16	11	11	60	75	74	9	5	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	244	76230	99	102	101	502	508	498	3	5	12	46	38	38	16	14	12	36	43	37
All Students (Prior Year)	84	215	72888	NA	NA	NA	501	496	494	11	13	14	35	39	40	18	15	12	36	32	34
Female	43	133	37247	102	101	100	499	502	500	5	8	11	41	37	40	23	19	13	31	37	37
Male	40	111	38725	95	103	101	506	517	497	0	1	14	52	40	37	6	9	12	42	50	37
African American	--	NC	3594	--	NC	96	--	NC	476	--	NC	22	--	NC	46	--	NC	11	--	NC	21
Hispanic	19	55	28100	100	100	98	501	483	482	0	7	18	54	64	47	8	10	11	38	19	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	63	179	35389	100	102	96	502	515	514	4	4	6	45	31	32	16	16	14	36	49	48
Students with Disabilities	NC	31	9022	NC	135	105	NC	446	465	NC	33	31	NC	33	43	NC	0	8	NC	33	17
Students without Disabilities	75	213	67208	99	98	100	502	509	500	3	4	12	46	38	38	16	15	12	36	43	38
Limited English Proficient Students	NC	NC	14826	NC	NC	113	NC	NC	460	NC	NC	31	NC	NC	51	NC	NC	8	NC	NC	10
Migrant Students	NC	NC	837				NC	NC	478	NC	NC	19	NC	NC	51	NC	NC	8	NC	NC	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	83	244	51193				502	508	507	3	5	9	46	38	35	16	14	13	36	43	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	245	76202	100	102	101	504	510	505	9	9	19	34	27	24	49	51	46	9	14	11
All Students (Prior Year)	80	212	72779	NA	NA	NA	504	504	505	17	18	21	24	24	20	44	44	43	14	14	15
Female	43	133	37231	102	101	100	505	509	507	8	9	16	31	26	24	54	50	48	8	15	13
Male	41	112	38718	98	104	101	504	511	503	10	9	22	39	27	24	42	52	44	10	12	10
African American	--	NC	3600	--	NC	97	--	NC	497	--	NC	28	--	NC	29	--	NC	39	--	NC	5
Hispanic	19	55	28090	100	100	98	502	503	497	8	24	28	38	27	30	46	44	37	8	5	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	64	180	35371	102	102	96	505	512	512	9	5	10	34	28	20	48	52	54	9	16	16
Students with Disabilities	NC	32	9097	NC	139	106	NC	489	493	NC	0	39	NC	100	27	NC	0	29	NC	0	5
Students without Disabilities	75	213	67105	99	98	100	504	510	506	9	9	18	34	25	24	49	51	47	9	14	12
Limited English Proficient Students	NC	NC	14780	NC	NC	113	NC	NC	486	NC	NC	50	NC	NC	32	NC	NC	18	NC	NC	1
Migrant Students	NC	NC	832				NC	NC	492	NC	NC	36	NC	NC	31	NC	NC	31	NC	NC	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	84	245	51241				504	510	509	9	9	14	34	27	22	49	51	51	9	14	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	239	74692	93	100	99	499	506	502	15	15	18	36	30	27	44	47	47	5	9	8
All Students (Prior Year)	82	205	70710	NA	NA	NA	510	507	512	13	13	17	29	32	26	53	46	42	6	8	16
Female	39	129	36710	93	98	99	498	505	509	17	14	14	31	32	26	49	46	50	3	8	10
Male	39	110	37742	93	102	98	501	507	495	13	16	22	42	27	28	39	48	44	6	10	6
African American	--	NC	3516	--	NC	94	--	NC	487	--	NC	26	--	NC	31	--	NC	39	--	NC	4
Hispanic	18	54	27492	95	98	96	499	483	486	15	32	27	46	41	32	31	22	38	8	5	4
Asian/Pacific Islander	--	NC	1428	--	NC	94	--	NC	528	--	NC	8	--	NC	20	--	NC	54	--	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	59	175	34785	94	99	94	499	511	517	15	11	10	35	26	23	46	54	56	4	10	11
Students with Disabilities	NC	31	8428	NC	135	98	NC	484	472	NC	33	38	NC	33	30	NC	33	29	NC	0	3
Students without Disabilities	70	208	66264	92	96	99	499	506	503	15	15	17	36	30	27	44	47	48	5	9	8
Limited English Proficient Students	NC	NC	14363	NC	NC	109	NC	NC	459	NC	NC	47	NC	NC	34	NC	NC	19	NC	NC	1
Migrant Students	NC	NC	814				NC	NC	475	NC	NC	33	NC	NC	37	NC	NC	27	NC	NC	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	78	239	50185				499	506	511	15	15	13	36	30	24	44	47	53	5	9	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	213	71167	97	100	99	465	464	463	29	36	38	54	47	41	11	12	14	6	6	7
All Students (Prior Year)	83	192	66213	NA	NA	NA	466	456	459	35	41	39	46	42	40	11	11	14	7	5	7
Female	36	109	34825	100	103	99	470	468	462	25	34	38	59	49	42	9	12	14	6	6	6
Male	39	104	36047	95	96	99	460	460	464	33	38	38	48	46	39	12	11	15	6	6	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	20	47	23643	95	98	97	433	443	445	50	45	53	43	47	37	0	3	8	7	5	2
Asian/Pacific Islander	--	NC	1503	--	NC	100	--	NC	493	--	NC	18	--	NC	40	--	NC	23	--	NC	19
American Indian/Alaskan Native	--	NC	5161	--	NC	103	--	NC	435	--	NC	63	--	NC	30	--	NC	5	--	NC	2
White	54	157	35245	100	101	95	474	471	476	24	32	26	57	48	45	14	14	19	6	6	10
Students with Disabilities	NC	21	8095	NC	78	104	NC	422	426	NC	80	69	NC	0	25	NC	20	5	NC	0	1
Students without Disabilities	68	192	63072	97	103	99	465	465	464	29	34	37	54	48	41	11	11	15	6	6	7
Limited English Proficient Students	NC	NC	10317	NC	NC	111	NC	NC	426	NC	NC	72	NC	NC	25	NC	NC	2	NC	NC	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	NC	NC	17057				NC	NC	440	NC	NC	58	NC	NC	34	NC	NC	6	NC	NC	2
Non-Economically Disadvantaged	74	212	54110				465	464	468	29	36	33	54	47	43	11	12	16	6	6	8

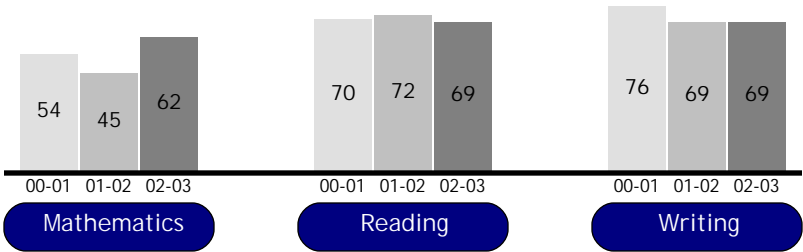
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	213	71100	97	100	99	501	510	502	19	15	25	27	24	21	42	45	40	12	16	15
All Students (Prior Year)	83	193	66144	NA	NA	NA	500	501	504	24	21	24	25	27	20	38	37	40	14	15	16
Female	36	109	34801	100	103	99	517	519	505	9	8	21	22	22	22	50	51	42	19	19	15
Male	39	104	36010	95	96	99	487	500	499	29	22	28	31	26	20	34	38	38	6	13	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	20	47	23630	95	98	96	474	488	485	47	36	37	33	23	25	13	33	32	7	8	6
Asian/Pacific Islander	--	NC	1509	--	NC	100	--	NC	522	--	NC	12	--	NC	14	--	NC	46	--	NC	28
American Indian/Alaskan Native	--	NC	5144	--	NC	102	--	NC	478	--	NC	46	--	NC	24	--	NC	25	--	NC	5
White	54	157	35198	100	101	95	509	515	515	12	9	15	25	25	18	50	48	47	13	18	21
Students with Disabilities	NC	21	8121	NC	78	105	NC	487	470	NC	40	55	NC	0	20	NC	60	21	NC	0	4
Students without Disabilities	68	192	62979	97	103	99	503	511	503	17	14	23	28	25	21	43	45	41	12	17	15
Limited English Proficient Students	NC	NC	10304	NC	NC	110	NC	NC	462	NC	NC	63	NC	NC	23	NC	NC	13	NC	NC	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	NC	NC	17040				NC	NC	483	NC	NC	40	NC	NC	25	NC	NC	29	NC	NC	6
Non-Economically Disadvantaged	74	212	54060				501	510	507	19	15	20	27	24	20	42	45	43	12	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	213	69001	97	100	96	485	494	490	17	12	17	44	41	37	39	48	45	0	0	1
All Students (Prior Year)	80	184	63579	NA	NA	NA	485	488	493	13	16	15	54	49	42	33	35	41	0	1	2
Female	36	109	34086	100	103	97	494	501	496	6	8	13	44	33	36	50	59	51	0	0	1
Male	39	104	34644	95	96	95	476	487	484	26	15	22	44	49	39	29	35	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	20	47	22656	95	98	92	462	474	476	43	32	27	36	37	43	21	32	30	0	0	0
Asian/Pacific Islander	--	NC	1472	--	NC	98	--	NC	507	--	NC	8	--	NC	30	--	NC	60	--	NC	2
American Indian/Alaskan Native	--	NC	4940	--	NC	98	--	NC	469	--	NC	34	--	NC	43	--	NC	23	--	NC	0
White	54	157	34501	100	101	93	491	499	500	10	7	10	46	42	34	44	51	55	0	0	1
Students with Disabilities	NC	21	7386	NC	78	95	NC	477	459	NC	20	46	NC	40	37	NC	40	17	NC	0	0
Students without Disabilities	68	192	61615	97	103	97	486	495	491	15	11	16	45	41	37	40	48	45	0	0	1
Limited English Proficient Students	NC	NC	9662	NC	NC	104	NC	NC	454	NC	NC	51	NC	NC	40	NC	NC	9	NC	NC	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	NC	NC	16383				NC	NC	472	NC	NC	30	NC	NC	43	NC	NC	26	NC	NC	0
Non-Economically Disadvantaged	74	212	52618				485	494	494	17	12	14	44	41	36	39	48	49	0	0	1

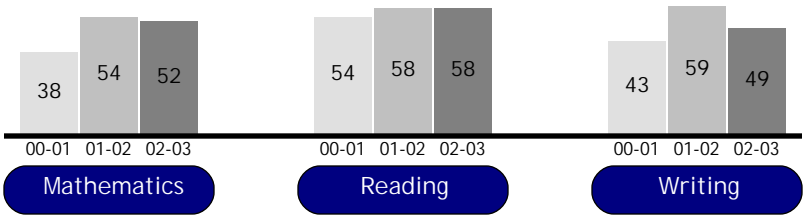
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

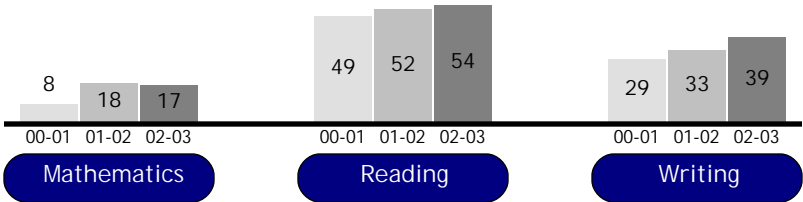
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link



## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	82	31	42	53	92	42	45	44	94	39	48	50
	Language	82	27	34	45	92	31	39	39	100	35	40	43
	Mathematics	80	31	41	56	92	45	54	52	97	46	53	57
3	Reading	84	41	49	50	96	28	42	43	100	45	51	47
	Language	84	42	50	55	96	37	45	50	100	50	55	54
	Mathematics	84	45	50	53	96	35	46	50	100	53	54	54
4	Reading	85	49	50	55	95	41	53	47	99	37	49	52
	Language	85	50	50	50	95	39	49	45	99	39	49	48
	Mathematics	85	45	50	56	95	43	56	52	100	40	52	57
5	Reading	94	37	46	51	99	48	52	46	100	47	57	50
	Language	92	39	42	46	99	48	49	43	100	46	56	46
	Mathematics	95	54	58	56	99	66	63	54	100	57	63	57
6	Reading	92	50	57	54	90	55	58	49	100	58	60	53
	Language	92	42	44	46	90	44	46	42	97	51	52	45
	Mathematics	92	58	59	61	90	71	68	58	100	70	69	62
7	Reading	90	51	55	53	93	52	54	48	100	53	60	51
	Language	90	59	60	55	93	57	55	51	100	54	61	54
	Mathematics	90	64	59	57	93	69	63	54	100	76	68	58
8	Reading	92	51	57	55	97	51	54	49	100	52	57	53
	Language	91	52	58	50	97	44	50	46	100	49	54	49
	Mathematics	91	57	59	57	97	60	61	54	97	61	62	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Liberty School has established policies and procedures that will enhance student responsibility, respect, and safety. Students participate in a schoolwide Responsibility program, an Emergency Plan has been compiled, and a Crisis Team has been formed.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Nancy Bogart	(623) 327-2810
Transportation Policy	Gene Rusch	(623) 327-2970
Community Resources	Jason Robertson	(623) 327-2810
School Nutrition Programs	Kathryn Austin	(623) 327-2975
Parent Organization	Gail Lusk	(623) 853-0204
Student Health/Nurse	Rachel Coppinger	(623) 327-2815

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( -- ). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)